

Setting Goals

The **BIG** Idea

- How can I set goals that work?

AGENDA

Approx. 45 minutes

I. Warm Up: Smarties (10 minutes)

II. SMART goals (10 minutes)

III. What's Your Goal? (10 minutes)

IV. Your Own SMART Goal
(10 minutes)

V. Wrap Up (5 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 1-2, Ninth Grade Goals

STUDENT HANDBOOK PAGES:

- Student Handbook page 6, SMART Goals Record Sheet
- Student Handbook page 7, Setting SMART Goals
- Student Handbook pages 8-9, Ninth Grade Goals Reflection

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Smarties Scoring System

Copies of Academic Resource List (See **Preparation**)

Smarties candies (two rolls per person)

NOTE: Due to concerns about obesity, diabetes, and other issues surrounding candy in school, you may prefer not to use Smarties with your class. See OrientalTrading.com for alternatives, like beads, making sure items are stackable before trying this with your class.

One-minute timer (a watch or timer with alarm is best)

Chart paper

OBJECTIVES

During this lesson, the student(s) will:

- Use the “SMART” criteria to evaluate a goal.
- Set a goal for improving study skills that can be accomplished in one month.

OVERVIEW

This lesson begins with an exercise in goal setting: how many Smarties candies can students stack vertically in a single minute? After several attempts with changing parameters, students learn how to set a “SMART” goal – one that’s specific, measurable, attainable, realistic, and timed. Students evaluate a goal set by a hypothetical student, then decide on goals of their own for improving their study habits.

PREPARATION

- List the day’s **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 6, SMART Goals Record Sheet**
 - **Student Handbook page 7, Setting SMART Goals**
 - **Portfolio pages 8-9, Ninth Grade Goals**
- For **Activity II, Item 4**, write the “SMART” Goal criteria on chart paper.
- In advance of teaching this lesson, you should research what resources are available in your school and community for students who may need additional academic support. The school counselor might have suggestions. You should get school administration approval on any outside resources that you wish to include. Create a list of resources to distribute to students and review during the discussion of study skills and setting goals.

IMPLEMENTATION OPTIONS

DO NOW

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

Question:

1. When you set a goal it should be specific, measureable, and timed. Explain what each of these three criteria mean and why they are important for setting goals.

[Give the students three to four minutes to answer this question. Then have a few students share their responses with the class at the beginning of **Activity II, SMART Goals.**]

In the **Warm Up**, if you are concerned about your students' behavior during the Smarties exercise, you can choose one of the following adaptations:

- The facilitator and one student will compete for both rounds of the Smarties challenge. Goal setting for round two should be conducted as a class.
- The facilitator and one student will participate in the first round of the activity. If the students are well behaved, have the rest of the class participate in the second round. Students should use their observations from the first round to inform their goal-setting process.

If your students are not given planners from your school, you may want to purchase small notebooks for students to record their homework assignments.

ACTIVITY STEPS

I. WARM UP: Smarties (5 minutes)

1. [Distribute Smarties (two rolls per person) and direct students' attention to **Student Handbook page 6, SMART Goals Record Sheet**. Decide in advance if students will be permitted to eat the candy at the end of the activity and let them know your expectations.

Note: candies tend to chip around the edge with handling; if you intend to use the candy with subsequent classes, stacking may be more difficult.]
2. [Explain the task – to stack as many candies as possible in a vertical column, using only one hand, in one minute. Before they begin, students must estimate the number of candies they can stack (i.e., set a goal).]
3. [**Display Facilitator Resource 2, Smarties Scoring System** using an overhead projector. Explain the scoring system and walk the students through the three examples, using the information below.

SCORING:

- Candy stacks must be standing five seconds after the buzzer to count.
- If the goal is **NOT** reached, count five points for each candy stacked.
- If the goal **IS** reached, count 10 points for each candy stacked (up to the goal).
- Add five points for each additional candy stacked (over the goal).

Example:

You set a goal of 15 Smarties for your first round.

If your actual performance is UNDER your goal:

Actual performance 10

Score Calculations = actual performance X 5

Score = 10 x 5 = 50

If your actual performance is the SAME as your goal:

Actual performance 15

Score Calculations = actual performance X 10

Score = 15 x 10 = 150

If your actual performance is HIGHER than your goal:

Actual performance 18

Score Calculations = (Goal X 10) + (# of smarties over your goal X 5)

Score = (15 x 10) + (3 x 5) = 150 + 15 = 165]

[Once the scoring system is explained, let students know that their mission is to set the highest **achievable** goal possible. If they don't reach it, they only get five points per candy instead of 10.]

4. [Then ask participants to set their goal for the first round (no practicing allowed).]
5. [After everyone has set a goal, say, "go" and start the timer. Circulate to be sure the "use only one hand" rule is being followed.]
6. [After the buzzer sounds, count five additional seconds out loud. Stacks must remain standing for five seconds after time is called to count. Ask people to calculate their scores and record them on the record sheet. Determine who stacked the most and who had the highest score (not always the same person). Discuss any unusual approaches you or others used or observed.]

II. SMART Goals (10 minutes)

1. [Ask participants to set and record a new goal for the second round, using what they learned in round one to make a better estimate.]
2. [After they have recorded their goals, but just before you start the time, announce that in round two, they must stack with their non-dominant hand. (If there are moans and groans, explain that life is full of surprises!) Proceed with the second round, repeating the process explained above.]
3. [Debrief the activity using questions such as these:
 - In the first round, how accurate were your goals? Too low/high/right on target?
 - How did goal setting change in the second round? What strategy did you use?
 - What environmental influences came into play? How did you respond to those?
 - What lessons about goal setting can we draw from this exercise?]
4. [Using chart paper, an overhead projector, or the board, introduce and discuss the attributes of SMART goals.]

- S** = Specific (detailed, not general or vague)
- M** = Measurable (includes some quantity or element that can be measured)
- A** = Attainable (ambitious but reasonable; often breaks large goals into smaller pieces)
- R** = Realistic (person is willing and able to do the work involved with this goal)
- T** = Timed (establishes a time frame for accomplishing the goal)]

5. [Explain that students can use the SMART criteria to create and evaluate their education and career goals.]

[Smarties/SMART Goal activities used with permission of CFED/Rural Entrepreneurship Through Action Learning.]

III. What's Your Goal? (10 minutes)

1. **SAY SOMETHING LIKE:** How many of you have a long-term goal that includes college? The big question is: what can you do at the beginning of your high school career to make sure that you realize this goal? (Student answers should include a need to study, get good grades, etc.)

Let's see what you can do to make that happen, starting today. Please turn to **Portfolio pages 1-2, Ninth Grade Goals** [first page]. This is a list of study habits of good students. The more of these habits you make part of your life, the better you'll do in school. Guaranteed. Right now, I'd like you to take an honest look at how you approach your schoolwork.

2. **SAY SOMETHING LIKE:** Write today's date in the first box at the top left of the page, labeled "Today's Date". [Illustrate using a transparency of **Portfolio page 1-2, Ninth Grade Goals** and the overhead projector.]
3. **SAY SOMETHING LIKE:** Then read each study habit, and put a check in the box that best describes your behavior.
 - N for never
 - S for sometimes
 - A for always

[Model this on the overhead projector.]

Remember, you're rating your performance right now, not what you think you should do or what you hope to do in the future. [Give students a couple of minutes to complete this task.]

4. **SAY SOMETHING LIKE:** Next, I'd like you to choose one study habit that you'd like to improve. This will be your goal for next month. Circle that goal in the column under today's date. [Demonstrate.]
5. **SAY SOMETHING LIKE:** For this first month, we are going to check in every two weeks. After that, we'll check in once a month for the rest of the school year. Let's write the first check-in date in the second column. [Specify a class meeting date that's two weeks away. Then record the second check-in date on the overhead. This should be a month away. Instruct students to record these dates on their **Ninth Grade Goals** chart.]
6. Where else could we record these check-in dates to make sure we don't miss any of them? [Allow students to respond.] How many of you use a planner to record your homework and assignments? [Show of hands.] Many adults use planners or calendars to keep track of their appointments and tasks. [Instruct students to take out their planner/agenda. Then instruct the students to record the first two check-in dates into their planner or agenda. Record these dates in your own planner/agenda as well.]

IV. Your Own SMART Goal (15 minutes)

1. **SAY SOMETHING LIKE:** Each of you has now identified one study habit you want to improve. Now we have to figure out how to make these goals into SMART goals. Before you work on your own goal, let's practice one together. Who remembers the five criteria that SMART stands for? [Allow students to respond.]

[Display **Student Handbook page 7, Setting SMART Goals** using an overhead projector. Instruct students to turn to this page. Assign pairs. In their pairs, students will decide if the sample goal fits the five criteria for SMART Goals. Give them three minutes to complete Part 1, and then go over the answers as a class.

PART I

- Is this goal **Specific**? No, there is no mention of her goal grade. Instead she could say: "I want to get a B+ on the next science test."
- Is this goal **Measurable**? No, without a numerical goal grade there is no way for Jill to measure if she reached her goal.
- Is this goal **Attainable**? Not enough information. Jill should be able to raise her science grade, but the question is by how much. We don't know if the test is tomorrow or weeks from now. It's also not clear what Jill will do to improve her study habits.
- Is this goal **Realistic**? Not enough information. Jill did not include a goal grade for her science test, so we have no way of knowing if this goal is realistic.

- Is this goal **T**imed? No, she needs to set a specific goal date to see if her science grade has improved.

Once you have reviewed all the criteria above, as a class, you are going to revise Jill's goal to make it into a SMART goal.

Initial Goal = I want to do well on my next science test.

SMART Goal = I will do my science homework every night for the next three weeks, so that I can get a B+ on the next science test.

Write this goal on the overhead and instruct students to record it on their student handbook page. Make sure the students understand how the revised goal is *Specific, Measurable, Attainable, Realistic, and Timed.*]

2. [Refer students to the follow-up questions on **Portfolio pages 2-3, Ninth Grade Goals Reflection (1st page)** and give them a few minutes to complete it. If time permits, have students share their SMART goal with a partner. Students should help their peers revise any goals that do not fit the SMART criteria.]
3. [Ask the students if any of them identified after-school tutoring (or whatever your school provides) as one of the things that might help them to meet their goal. Distribute the Academic Resource List (see **Preparation**) and encourage students to seek additional help if they need it.]

V. WRAP UP (5 minutes)

1. [Congratulate the students on all their hard work. Tell them they have already come a long way in a very short time. Explain that thinking about how to make choices today will help them achieve their goals further down the road.]
2. [Tell them that next week they'll learn how to make a four-year plan for their high school courses.]

Smarties/ SMART Goal activities used with permission of CFED/Rural Entrepreneurship Through Action Learning.

DO NOW

Setting Goals 1: Setting Goals

Directions: You will have three minutes to read the question below and write your response.

1. When you set a goal it should be specific, measureable, and timed. Explain what each of these three criteria mean and why they are important for setting goals.

SMARTIES SCORING SYSTEM

- Candy stacks must be standing five seconds after the buzzer to count.
- If the goal is **NOT** reached, count five points for each candy stacked.
- If the goal is reached, count 10 points for each candy stacked up to the goal.
- Add five bonus points for each additional candy stacked (over the goal).

EXAMPLE:

You set a goal of 15 Smarties for your first round.

If your actual performance is UNDER your goal:

Actual performance 10

Score Calculations =

Score =

If your actual performance is the SAME as your goal:

Actual performance 15

Score Calculations =

Score =

If your actual performance is HIGHER than your goal:

Actual performance 18

Score Calculations =

Score =

SMART GOALS RECORD SHEET

SCORING:

- Candy stacks **must** be standing five seconds after the buzzer to count.
- If the goal is **NOT** reached, count five points for each candy stacked.
- If the goal **IS** reached, count 10 points for each candy stacked up to the goal.
- Add five bonus points for each additional candy stacked (over the goal).

ROUND 1

Goal _____

Actual performance _____

Score _____

ROUND 2

Goal _____

Actual performance _____

Score _____

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Setting SMART Goals

SAMPLE GOAL: Jill currently has a C in her science class. She has not done any science homework for the past three weeks and rarely participates in class. Her goal is to do well on her next science test.

PART 1

Directions: You are going to decide if the goal above fits each of the criteria.

1. Is this goal Specific? (yes, no, not enough info) _____

2. Is this goal Measurable? (yes, no, not enough info) _____

3. Is this goal Attainable? (yes, no, not enough info) _____

4. Is this goal Realistic? (yes, no, not enough info) _____

5. Is this goal Timed? (yes, no, not enough info) _____

PART 2

Directions: As a class, rewrite Jill's Goal as a SMART goal.

Ninth Grade Goals Reflection:

1. What study habit did you pick to work on?

Using the SMART goals criteria, set one goal to work on the study habit you chose above.

S = Specific (detailed, not general or vague)

M = Measurable (includes some quantity or element that can be measured)

A = Attainable (ambitious but reasonable; often breaks large goals into smaller pieces)

R = Realistic (person is willing and able to do the work for this goal)

T = Timed (establishes a time frame for accomplishing the goal)

GOAL:

What steps will you need to take in order to meet your goal?

What resources will you use to help you meet your goal?

Check-In Date 1

1. Did you succeed in reaching your goal? If yes, explain how you accomplished your goal. If you have not reached your goal yet, explain what challenges you faced.

2. If you reached your goal, select a new study habit to work on this upcoming week and record it in the space below.

3. If you did not reach your goal, explain how you are going to overcome the challenges you faced this past week.

Check-In Date 2

1. Did you succeed in reaching your goal? If yes, explain how you accomplished your goal. If you have not reached your goal yet, explain what challenges you faced.

2. If you reached your goal, select a new study habit to work on this upcoming week and record it in the space below.

3. If you did not reach your goal, explain how you are going to overcome the challenges you faced this past week.

NINTH GRADE GOALS

This is a checklist of good study habits. The more “always” answers you have, the better you’ll do in school.



Every month, you will pick **one** habit that you want to improve. For the first month we will be checking in once every two weeks. For the rest of the year we will be checking in once a month. If you have a “no,” your goal is to make it a “sometimes.” If you have a “sometimes,” your goal is to make it an “always.” Once you’ve reached one goal, you can move on to another. By the end of the year, you’ll be a super student (if you’re not already)!

N = No S = Sometimes A = Always

STUDY HABITS	Today’s Date		Check In Date 1		Check In Date 2		Check In Date 3		Check In Date 4		Check In Date 5	
	N	S	A	N	S	A	N	S	A	N	S	A
1. Do I attend school every day?												
2. Do I arrive at school on time?												
3. Do I come to class prepared?												
4. Do I write down homework assignments in the same place, every day?												
5. Do I stick with a class assignment or task until it is done?												
6. Do I ask a teacher or another student for help when I don’t understand something?												
7. Do I take part in class discussions or activities?												
8. Do I complete all class assignments and projects?												
9. Do I complete all homework assignments and projects?												
10. Do I always check to see if I have all of my materials before I leave school?												
11. Do I look at my notes every day in order to review what I have learned?												
12. Do I have a time and place when I study for each subject?												
13. Do I know where to go for extra help?												
14. Do I get the extra help I need?												

This is a checklist of good study habits. The more “always” answers you have, the better you’ll do in school.



NINTH GRADE GOALS

Every month, you will pick one habit that you want to improve by the next check-in date.

N = No S = Sometimes A = Always

STUDY HABITS	Check In Date 6		Check In Date 7		Check In Date 8		Check In Date 9		Check In Date 10		Check In Date 11	
	N	S	A	N	S	A	N	S	A	N	S	A
1. Do I attend school every day?												
2. Do I arrive at school on time?												
3. Do I come to class prepared?												
4. Do I write down homework assignments in the same place, every day?												
5. Do I stick with a class assignment or task until it is done?												
6. Do I ask a teacher or another student for help when I don't understand something?												
7. Do I take part in class discussions or activities?												
8. Do I complete all class assignments and projects?												
9. Do I complete all homework assignments and projects?												
10. Do I always check to see if I have all of my materials before I leave school?												
11. Do I look at my notes every day in order to review what I have learned?												
12. Do I have a time and place when I study for each subject?												
13. Do I know where to go for extra help?												
14. Do I get the extra help I need?												